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ABSTRACT

New Mexico school districts participated in the 1980-81 Statewide Testing Program at grades 5, 8, and 11, to measure achievement in basic skills using the Comprehensive Tests of Basic Skills. Longitudinal comparisons by years (1979, 1980, and 1981) and grade level, and item analyses assessing students' performance in meeting instructional objectives and content are shown in reading, language, mathematics, reference skills, science, and social studies. The test results indicate national percentile ranks, the percentage of students who scored above the 50th percentile, and a distribution of the percentage of students who scored within each of four national quartiles. In comparison with 1980 and 1979, fifth and eighth grade students' national percentile ranks (NPR) improved or stabilized in all test areas. Eleventh grade NPR's stabilized in all areas over the 3-year period. The appendices contain statewide summary data for comparison with local school district item analysis data, sample work graphs to analyze performance, and a description of the optional Short Form Test of Academic Aptitude. (CM)

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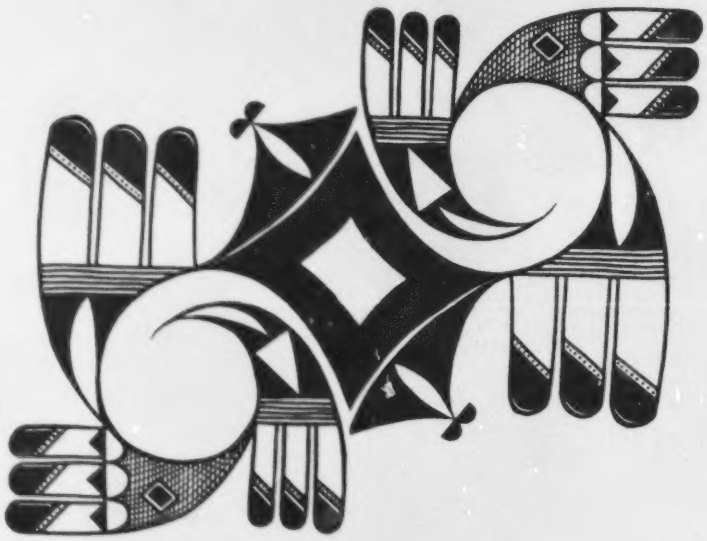
# NEW MEXICO
# STANDARDIZED TESTING PROGRAM REPORT



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EVALUATION, ASSESSMENT, AND TESTING UNIT

NEW MEXICO STATE DEPARTMENT OF EDUCATION

Santa Fe, New Mexico – 87501-2786

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# NEW MEXICO

# STANDARDIZED TESTING PROGRAM

# 1980-1981

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# INTRODUCTION

The focus of this report is to summarize the New Mexico's standardized test results for the Comprehensive Tests of Basic Skills administered to public school students during the spring semester of the 1980-81 academic year. The statewide results for students in grades 5, 8, and 11 are displayed in terms of national percentile ranks, the percent of students who scored within the 51st through the 99th percentile, and a distribution of the percent of students who scored within each of the four national quartiles. Utilizing a positive approach to emphasize the number of students scoring above the national percentile mean, the percent of students who scored within the 1st through 50th percentile for students in grades 5, 8, and 11 has not been displayed. The appendices contain statewide summary data for comparison with local school district item analysis data; sample work graphs to assist local school personnel to analyze their students' educational performance; and a description of the Short Form Test of Academic Aptitude (SFTAA).

The New Mexico Statewide Evaluation Program was developed a decade ago to provide local school districts with standardized data measuring student educational performance. Should local school and community leaders utilize this information to make better decisions involving the educational process, the purpose for which the report was intended has been served.

## EXECUTIVE SUMMARY

The Comprehensive Tests of Basic Skills measures achievement in the basic skill areas of Reading, Language, Mathematics, Reference Skills, Science, and Social Studies. The statewide results of the administration of this program are reviewed with two major functions in mind: longitudinal comparisons, by year and grade level, and an item analysis.

All 89 New Mexico school districts participated in the 1980-81 Statewide Testing Program at Grades 5, 8, and 11. A total of 54,466 New Mexico students were tested this year. At Grade 5, 18,747 students took the test; at Grade 8, 18,276 students were tested; and at Grade 11, 17,443 students were administered the test.

On the Battery Total, fifth grade students scored just above the national median percentile at the 51st national percentile rank; eighth graders ranked slightly below the national median percentile at the 47th NPR, and eleventh graders registered at the 41st NPR.

Fifth grade students earned the highest NPR in Reference Skills scoring an NPR of 59 followed by an NPR of 57 in Science as well as in Language Expression. Eighth grade students ranked highest in Science with an NPR of 57, Mathematics Comprehension with an NPR of 55 and Social Studies with an NPR of 54. The eleventh grade level performed best in Social Studies and Science scoring at the 50th and 52nd NPR, respectively.

In the Total Reading skill area, fifth grade students performed slightly above the national median percentile, registering at the 53rd NPR, eighth graders ranked at the 46th NPR, and eleventh grade students ranked at the 45th NPR. In the Total Language skill area, fifth grade students scored at the 52nd NPR, eighth graders were at the 47th NPR, and eleventh graders ranked at the 41st NPR. In the Total Mathematics scores, fifth and eighth grade students ranked just above the national median percentile, at the 52nd NPR, while eleventh graders registered at the 45th NPR.

In comparison with 1980 and 1979, fifth and eighth grade students' NPR's either improved or stabilized in all areas of the test. Eleventh grade NPR's stabilized in all test areas over the three-year period, 1979 through 1981.

The information in this document may be helpful to local school districts in assessing strengths and weaknesses in the basic skill areas measured by the CTBS/S. The state analysis may be used as a base for comparing district summary results to assist in making educational decisions which meet the needs of New Mexico students.

SECTION I

## Statewide Testing Program

The statewide standardized testing program for New Mexico was established in the early 1970's primarily to assess educational achievement for students enrolled in Grade 5 and Grade 8. In 1975-76, the eleventh graders in public schools became a part of the annual testing program. Today, the Comprehensive Tests of Basic Skills (CTBS) is administered in the spring of each school year to all students enrolled in Grades 5, 8, and 11.

### Description of Instrument Used

A standardized norm-referenced test, the Comprehensive Tests of Basic Skills, Form Q, was administered to fifth and eighth graders during 1971-72 through 1974-75. In 1975-76 fifth graders were administered CTBS, Form S and students in Grades 8 and 11 were administered the CTBS, Form Q.

The CTBS, Form S has been used to measure educational achievement in Grades 5, 8, and 11 from 1976-77 through the 1980-81 school year. Beginning in 1981-82, the CTBS, Form U, Level G will be administered to fifth graders and Level H to eighth graders. Eleventh graders will continue with the CTBS, Form S, Level 4, during the 1981-82 school year. Local school districts are required to administer only the Reading, Language, and Mathematics tests. All school districts have also administered the Reference Skills, Science, and Social Studies tests which are optional.

The Comprehensive Tests of Basic Skills (CTBS) were designed to measure the extent to which individual students have learned the skills which are prerequisite to studying and learning in subject matter courses in a society based on daily use of language and numbers.

The classification of test items was developed to assist classroom teachers in assessing students' major strengths and weaknesses in terms of instructional objectives and content. Test items may be classified into two major components - process and content.

With the exception of the Science test, the test items in the Reading, Language, Mathematics, Reference Skills, and Social Studies tests are classified according to one of the following five processes:

1. Recognition: the ability to recognize or recall information.
2. Translation: the ability to translate concepts from one form of language (verbal and symbolic) to another.
3. Interpretation: the ability to understand ideas and their relationships and interrelationships.
4. Application: the ability to apply techniques performing fundamental operations.
5. Analysis: the ability to interpret information beyond the given information.

The processes for the Science test are recognition, classification, quantification, interpretation of data, prediction from data, hypothesis evaluation, and design analysis.

The content categories measured by the Comprehensive Tests of Basic Skills are:

READING

The Reading Vocabulary subtest consists of selecting a synonym for a word or words presented in the context of a sentence or passage. The Reading Comprehension subtest requires the student to read passages, to indicate literal and critical comprehension skills, to identify main ideas, and to demonstrate the capacity to draw conclusions.

LANGUAGE

The Language Mechanics subtest measures punctuation and capitalization skills in the context of a sentence. Results of the Language Expression subtest indicate aspects of effective expression, and organizational skill. The Spelling subtest measures the ability to recognize correct and incorrect spelled words in sentence context.

MATHEMATICS

Addition, subtraction, multiplication and division including whole numbers, fractions, and decimals make up the Mathematics Computation subtest. The Mathematics Concepts subtest measures the student's ability to recognize or apply appropriate concepts and techniques, while the Mathematics Applications subtest measures problem-solving ability.

REFERENCE SKILLS

The Reference Skills test measures the ability to use reference materials and to follow library procedures. Further, the abilities to select reference books for specific purposes and to use information on catalogue cards are also tested.

SCIENCE

The Science test measures the student's ability to investigate problems in science and to recall scientific facts or concepts.

SOCIAL STUDIES

The Social Studies test contains items which measure student's grasp of concepts, generalizations, and inquiry skills necessary for effective problem solving in social studies. The social studies skills measured draw from four content areas: the physical environment, the social environment, the political/economic environment, and history. The student must recall specific information, to read maps and other graphic material, interpret verbal material, select and evaluate research designs, distinguish fact from opinion, and employ formal logic in problem solving.

SECTION II

STUDENT PERFORMANCE IN NEW MEXICO: SPRING, 1981
CTBS COMPARATIVE DATA AND NATIONAL PERCENTILE RANKS
FOR 1979, 1980, AND 1981

The results of the Spring, 1981, Comprehensive Tests of Basic Skills (CTBS) testing is provided by two major comparisons:

1. Student performance for grade 5, grade 8, and grade 11, reported in national percentile ranks (Figures 1.1, 2.1, and 3.1), and

2. longitudinal information covering a three-year period for grade 5, grade 8, and grade 11, reported in national percentile rank (Figures 1.2, 2.2, and 3.2).

## 1981 Student Performance in Grade 5

Figure 1.1 indicates how New Mexico students in Grade 5 performed in each skill area of the CTBS. The New Mexico mean raw scores which have been translated to percentile equivalents are compared to the national percentile mean of 50 for the norm group.

Figure 1.1
MEAN RAW SCORES REPORTED IN PERCENTILE RANK
FOR NEW MEXICO, 1981

Grade 5.7

| | N* | Percentile Ranks (MEAN: 40 / 50 / 60) |
|---|---|---|
| READING TOTAL | 18,943 | 53 |
| Vocabulary | | 52 |
| Comprehension | | 53 |
| LANGUAGE TOTAL | 18,885 | 52 |
| Spelling | | 47 |
| Mechanics | | 50 |
| Expression | | 57 |
| MATHEMATICS TOTAL | 18,925 | 52 |
| Comprehension | | 54 |
| Concepts | | 55 |
| Applications | | 51 |
| BATTERY TOTAL | 18,747 | 51 |
| REFERENCE SKILLS | 18,934 | 59 |
| SCIENCE | 15,616 | 57 |
| SOCIAL STUDIES | 15,583 | 54 |

*N count varies due to numbers of students completing only part of the Battery

Figure 1.1 indicates that fifth grade students in New Mexico scored above the national percentile mean of 50 in all skill areas with the exception of Spelling. The score in Spelling is slightly below the national mean. New Mexico fifth graders scored slightly above the national mean in the Battery Total (51) which includes the required skill areas of Reading, Language and Mathematics. The group performed best in Reference Skills, Science, and Language Expression. The group performed at the national mean in the Language Mechanics subtest.

## Comparison of 1981 Results to 1980 and 1979 at Grade 5

Figure 1.2 indicates that fifth grade students' rankings increased by 3 to 7 percentile points in all skill areas during the three-year period with the exception of Language Mechanics and Science. The group appears to have stabilized in the Language Mechanics and Science Skill areas. The group performed best in the Reference Skills (59), Language Expression (57), and Science (57) skill areas. Notable increases of four or more percentile ranks are indicated in the areas of Reading Vocabulary (6), Reading Comprehension (5) Language Spelling (4), Language Expression (5), Language Total (4), Mathematics Concepts (7), Mathematics Applications (4), Battery Total (4), and Reference Skills (7). The group scored lowest in Language Spelling (47).

Figure 1.2
Grade 5 New Mexico Statewide CTBS/S Results
Reported in National Percentile Ranks

| Category | 1979 | 1980 | 1981 |
|---|---|---|---|
| READING | | | |
| Vocabulary | 46 | 49 | 52 |
| Comprehension | 48 | 51 | 53 |
| Total | 50 | 51 | 53 |
| LANGUAGE | | | |
| Spelling | 43 | 47 | 47 |
| Mechanics | 50 | 50 | 50 |
| Expression | 52 | 57 | 57 |
| Total | 48 | 50 | 52 |
| MATHEMATICS | | | |
| Comprehension | 51 | 51 | 54 |
| Concepts | 48 | 48 | 55 |
| Applications | 47 | 51 | 51 |
| Total | 49 | 51 | 52 |
| BATTERY TOTAL | 47 | 49 | 51 |
| REFERENCE SKILLS | 52 | 59 | 59 |
| SCIENCE | 57 | 57 | 57 |
| SOCIAL STUDIES | 51 | 51 | 54 |

## 1981 Student Performance in Grade 8

Figure 2.1 indicates how New Mexico students in Grade 8 performed in each skill area of the CTBS. The New Mexico mean raw scores which have been translated to percentile equivalents are compared to the national percentile mean of 50 for the norm group.

Figure 2.1
MEAN RAW SCORES REPORTED IN PERCENTILE RANKS
FOR NEW MEXICO, 1981

Grade 8.7

| Skill Area | N* | Percentile Ranks (MEAN 40 50 60) |
|---|---|---|
| READING TOTAL | 18,725 | 46 |
| Vocabulary | | 45 |
| Comprehension | | 44 |
| LANGUAGE TOTAL | 18,618 | 47 |
| Spelling | | 47 |
| Mechanics | | 49 |
| Expression | | 50 |
| MATHEMATICS TOTAL | 18,672 | 52 |
| Comprehension | | 55 |
| Concepts | | 48 |
| Applications | | 48 |
| BATTERY TOTAL | 18,276 | 47 |
| REFERENCE SKILLS | 18,367 | 51 |
| SCIENCE | 17,583 | 57 |
| SOCIAL STUDIES | 17,555 | 54 |

*N count varies due to numbers of students completing only part of the Battery

Figure 2.1 indicates eighth grade students in New Mexico scored at or slightly above the national percentile mean of 50 in Language Expression, Mathematics Total, Mathematics Comprehension, Reference Skills, Science, and Social Studies. The group scored slightly below the national percentile mean in Reading Total, Reading Vocabulary, and Reading Comprehension; Language Total, Language Spelling, Language Mechanics and Language Expression; Mathematics Concepts and Applications as well as the Battery Total which considers the overall Reading, Language and Mathematic Skill Areas. The group, however, performed best in Science, Social Studies and Mathematics Comprehension. The group scored lowest in the Reading Vocabulary and Comprehension skill areas.

## Comparison of 1981 Results to 1980 and 1979 at Grade 8

Figure 2.2 indicates that eighth grade students' rankings increased by two to four percentile points during the three-year period in the Reading Total, Language Expression, Language Total, Mathematics Comprehension, Mathematics Total, Battery Total, Science, and Social Studies. In general, the group performed best in the Science (57), Mathematics Comprehension (55), and Social Studies (54). The highest increase in the three-year period of four percentile ranks was in Science. The lowest scores were in Reading Comprehension (44) and Reading Vocabulary (45).

Figure 2.2
Grade 8 New Mexico Statewide CTBS/S Results
Reported in National Percentile Ranks

| Category | 1979 | 1980 | 1981 |
|---|---|---|---|
| READING | | | |
| Vocabulary | 45 | 45 | 45 |
| Comprehension | 44 | 44 | 44 |
| Total | 44 | 46 | 46 |
| LANGUAGE | | | |
| Spelling | 47 | 47 | 47 |
| Mechanics | 49 | 49 | 49 |
| Expression | 47 | 47 | 50 |
| Total | 44 | 46 | 47 |
| MATHEMATICS | | | |
| Comprehension | 53 | 53 | 55 |
| Concepts | 48 | 48 | 48 |
| Applications | 48 | 48 | 48 |
| Total | 50 | 51 | 52 |
| BATTERY TOTAL | 44 | 45 | 47 |
| REFERENCE SKILLS | 51 | 51 | 51 |
| SCIENCE | 53 | 53 | 57 |
| SOCIAL STUDIES | 51 | 51 | 54 |

## 1981 Student Performance in Grade 11

Figure 3.1 indicates how New Mexico students in Grade 11 performed in each skill area of the CTBS. The New Mexico mean raw scores which have been translated to percentile equivalents are compared to the national percentile mean of 50 for the norm group.

Figure 3.1
MEAN RAW SCORES REPORTED IN PERCENTILE RANKS
FOR NEW MEXICO, 1981

Grade 11.7

| Skill Area | N* | Percentile Ranks MEAN 40 50 60 |
|---|---|---|
| READING TOTAL | 17,872 | 45 |
| Vocabulary | | 42 |
| Comprehension | | 47 |
| LANGUAGE TOTAL | 17,844 | 41 |
| Spelling | | 40 |
| Mechanics | | 41 |
| Expression | | 45 |
| MATHEMATICS TOTAL | 17,695 | 45 |
| Comprehension | | 46 |
| Concepts | | 42 |
| Applications | | 46 |
| BATTERY TOTAL | 17,443 | 41 |
| REFERENCE SKILLS | 17,782 | 48 |
| SCIENCE | 16.209 | 52 |
| SOCIAL STUDIES | 16,195 | 50 |

*N count varies due to numbers of students completing only part of the Battery

Figure 3.1 indicates eleventh grade students in New Mexico scored at or slightly above the national percentile means of 50 in two skill areas - Social Studies (50) and Science (52). The group scored below the national percentile mean in all skill areas other than in Science and Social Studies. The lowest scores were in Language Spelling (40), Language Total (41), Language Mechanics (41), and Battery Total (41).

## Comparison of 1981 Results to 1980 and 1979 at Grade 11

Figure 3.2 indicates that eleventh grade students' rankings generally stabilized in all skill areas over the three-year period.

Figure 3.2
Grade 11 New Mexico Statewide CTBS/S Results
Reported in National Percentile Ranks

| Category | 1979 | 1980 | 1981 |
|---|---|---|---|
| READING | | | |
| Vocabulary | 42 | 42 | 42 |
| Comprehension | 47 | 47 | 47 |
| Total | 45 | 43 | 45 |
| LANGUAGE | | | |
| Spelling | 40 | 40 | 40 |
| Mechanics | 41 | 41 | 41 |
| Expression | 45 | 45 | 45 |
| Total | 41 | 41 | 41 |
| MATHEMATICS | | | |
| Comprehension | 46 | 46 | 46 |
| Concepts | 42 | 42 | 42 |
| Applications | 46 | 46 | 46 |
| Total | 45 | 45 | 45 |
| BATTERY TOTAL | 41 | 41 | 41 |
| REFERENCE SKILLS | 48 | 48 | 48 |
| SCIENCE | 52 | 52 | 52 |
| SOCIAL STUDIES | 50 | 53 | 50 |

SECTION III

STUDENT PERFORMANCE IN NEW MEXICO REPRESENTED AS THE PERCENT OF STUDENTS SCORING WITHIN THE 51ST THROUGH THE 99TH PERCENTILE RANGE (1981, 1980, AND 1979) AND DISTRIBUTION WITHIN THE FOUR NATIONAL QUARTILES (1981)

The percent of New Mexico students scoring within the 51st through the 99th percentile range is obtained by adding the percent of students scoring in the upper quartiles of the state distribution (the upper middle quartile and the upper quartile). Nationally, 50 percent of the population scored within the 51st through the 99th percentile range. The national median percentile is 50.

Figure 1.3 indicates the percent of New Mexico fifth grade students scoring within the 51st through the 99th percentile range.

Figure 1.3
Percent of New Mexico Students Scoring
within the 51st through 99th Percentile Range

Grade 5.7

| Skill Area | Percent of Students | | |
|---|---|---|---|
| | 1979 | 1980 | 1981 |
| Reading Total | 51 | 54 | 57 |
| Language Total | 50 | 52 | 56 |
| Mathematics Total | 52 | 55 | 55 |
| Battery Total | 48 | 51 | 54 |
| Reference Skills | 59 | 63 | 65 |
| Science | 54 | 57 | 60 |
| Social Studies | 49 | 53 | 55 |

More than 50 percent of New Mexico's fifth grade students earned scores distributed in the 51st through the 99th percentile range in all skill areas in 1981. These percentages represent a continuous upward trend from 1979 through 1981.

Figure 2.3 indicates the percent of New Mexico eighth grade students scoring within the 51st through 99th percentile range.

Figure 2.3
Percent of New Mexico Students Scoring
within the 51st through 99th Percentile Range

Grade 8.7

| Skill Area | Percent of Students | | |
|---|---|---|---|
| | 1979 | 1980 | 1981 |
| Reading Total | 47 | 48 | 48 |
| Language Total | 46 | 49 | 50 |
| Mathematics Total | 50 | 51 | 53 |
| Battery Total | 45 | 47 | 49 |
| Reference Skills | 60 | 62 | 65 |
| Science | 50 | 51 | 53 |
| Social Studies | 50 | 53 | 54 |

More than 50 percent of New Mexico's eighth grade students earned scores distributed in the 51st through 99th percentile range in the Mathematics Total, Reference Skills, Science, and Social Studies skill areas. Although the Reading Total, Language Total, and Battery Total scores are below the 51st percentile range, the data represent a continuous upward trend in student performance during 1979 through 1981.

Figure 3.3 indicates the percent of New Mexico eleventh graders scoring within the 51st through the 99th percentile range.

Figure 3.3
Percent of New Mexico Students Scoring
within the 51st through 99th Percentile Range

Grade 11.7

| Skill Area | Percent of Students | | |
|---|---|---|---|
| | 1979 | 1980 | 1981 |
| Reading Total | 46 | 44 | 44 |
| Language Total | 45 | 45 | 46 |
| Mathematics Total | 41 | 41 | 42 |
| Battery Total | 41 | 39 | 40 |
| Reference Skills | 46 | 46 | 46 |
| Science | 51 | 52 | 51 |
| Social Studies | 51 | 53 | 52 |

In general, the percent of eleventh grade students scoring within the 51st through the 99th percentile range has stabilized over the three-year period 1979, 1980, and 1981. The data does not indicate notable increase or decrease in any skill area.

Four percentile ranges constitute quartiles. The quartiles are referred to as the upper quartile (76th to 99th percentile), the upper middle quartile (51st to 75th percentile), the lower middle quartile (26th to 50th percentile), and the lower quartile (1st to 25th percentile). The distribution of scores is evident by examining the spread of scores over the quartiles for each grade level.

Figure 1.4
Distribution of Student Performance
by Skill Area in National Quartiles
1981

Grade 5.7

| SKILL AREA | PERCENT OF NEW MEXICO STUDENTS SCORING IN QUARTILE RANGES | | | |
|---|---|---|---|---|
| | I (1-25) | II (26-50) | III (51-75) | IV (76-99) |
| Reading | 19 | 24 | 32 | 25 |
| Language | 18 | 26 | 30 | 26 |
| Mathematics | 17 | 27 | 33 | 22 |
| Battery Total | 18 | 29 | 29 | 25 |
| Reference Skills | 14 | 21 | 32 | 33 |
| Science | 19 | 21 | 32 | 28 |
| Social Studies | 20 | 25 | 28 | 27 |

Figure 2.4
Distribusiton of Student Performance
by Skill Area in National Quartiles
1981

Grade 8.7

| SKILL AREA | PERCENT OF NEW MEXICO STUDENTS SCORING IN QUARTILE RANGES | | | |
|---|---|---|---|---|
| | I (1-25) | II (26-50) | III (51-75) | IV (76-99) |
| Reading | 21 | 30 | 26 | 22 |
| Language | 20 | 30 | 26 | 24 |
| Mathematics | 17 | 30 | 30 | 23 |
| Battery Total | 21 | 31 | 26 | 23 |
| Reference Skills | 16 | 19 | 29 | 36 |
| Science | 18 | 28 | 30 | 23 |
| Social Studies | 16 | 29 | 29 | 25 |

Figure 3.4
Distribution of Student Performance
by Skill Area in National Quartiles
1981

Grade 11.7

| SKILL AREA | PERCENT OF NEW MEXICO STUDENTS SCORING IN QUARTILE RANGES | | | |
|---|---|---|---|---|
| | I (1-25) | II (26-50) | III (51-75) | IV (76-99) |
| Reading | 27 | 28 | 24 | 20 |
| Language | 29 | 26 | 26 | 20 |
| Mathematics | 26 | 33 | 22 | 20 |
| Battery Total | 29 | 31 | 22 | 18 |
| Reference Skills | 23 | 31 | 28 | 18 |
| Science | 25 | 24 | 30 | 21 |
| Social Studies | 19 | 29 | 31 | 21 |

# APPENDICES

GRADE 5.7 CTBS/S STATEWIDE SUMMARY RESULTS BY TOTAL GROUP AND SELECTED SUBGROUPS: 1978-79, 1979-80, AND 1980-81

| | Battery Total N* | Nat'l Median | Reading Voc | Reading Comp | Reading Total | Language Spel | Language Mech | Language Expr | Language Total | Mathematics Comp | Mathematics Conc | Mathematics Appl | Mathematics Total | Battery Total | Ref Ski | Sci | Soc Std |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 18,747 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 52 | 53 | 53 | 47 | 50 | 57 | 52 | 54 | 55 | 51 | 52 | 51 | 59 | 57 | 54 |
| 1979-80 | 18,779 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 49 | 51 | 51 | 47 | 50 | 57 | 50 | 51 | 48 | 51 | 51 | 49 | 59 | 57 | 51 |
| 1978-79 | 18,346 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 46 | 48 | 50 | 43 | 50 | 52 | 48 | 51 | 48 | 47 | 49 | 47 | 52 | 57 | 51 |
| **Anglo Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 9,332 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 63 | 58 | 61 | 51 | 59 | 66 | 59 | 57 | 62 | 55 | 58 | 60 | 67 | 66 | 61 |
| 1979-80 | 7,746 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 63 | 61 | 63 | 51 | 59 | 66 | 59 | 57 | 62 | 55 | 59 | 61 | 67 | 71 | 61 |
| 1978-79 | 7,499 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 59 | 58 | 60 | 51 | 59 | 66 | 57 | 57 | 62 | 55 | 56 | 59 | 67 | 66 | 61 |
| **Hispanic Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 4,657 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 42 | 46 | 45 | 43 | 50 | 47 | 46 | 51 | 42 | 42 | 47 | 43 | 52 | 52 | 47 |
| 1979-80 | 6,412 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 39 | 43 | 44 | 43 | 42 | 47 | 44 | 48 | 48 | 42 | 47 | 42 | 52 | 47 | 44 |
| 1978-79 | 6,812 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 39 | 43 | 40 | 39 | 42 | 47 | 42 | 48 | 42 | 42 | 45 | 40 | 45 | 47 | 44 |
| **Native American Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 1,021 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 24 | 35 | 29 | 39 | 34 | 31 | 34 | 40 | 29 | 33 | 36 | 31 | 32 | 36 | 36 |
| 1979-80 | 1,192 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 24 | 32 | 29 | 36 | 34 | 35 | 34 | 43 | 35 | 33 | 36 | 31 | 38 | 36 | 36 |
| 1978-79 | 1,285 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 24 | 29 | 24 | 32 | 28 | 31 | 28 | 35 | 29 | 28 | 32 | 27 | 32 | 36 | 32 |
| **Black Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 210 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 42 | 43 | 44 | 43 | 42 | 47 | 44 | 45 | 42 | 42 | 44 | 41 | 45 | 47 | 44 |
| 1979-80 | 378 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 36 | 38 | 39 | 39 | 34 | 43 | 39 | 43 | 35 | 33 | 38 | 35 | 38 | 41 | 40 |
| 1978-79 | 337 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 39 | 40 | 40 | 39 | 42 | 43 | 41 | 43 | 35 | 38 | 39 | 37 | 45 | 41 | 40 |

*N Count for Subtests Varies Due to Absenteeism

GRADE 8.7 CTBS/S STATEWIDE SUMMARY RESULTS BY TOTAL GROUP AND SELECTED SUBGROUPS: 1978-79, 1979-80, AND 1980-81

| | Battery Total N* | Nat'l Median | Reading Voc | Reading Comp | Reading Total | Language Spel | Language Mech | Language Expr | Language Total | Mathematics Comp | Mathematics Conc | Mathematics Appl | Mathematics Total | Battery Total | Ref Ski | Sci | Soc Std |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 18,276 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 45 | 44 | 46 | 47 | 49 | 50 | 47 | 55 | 48 | 48 | 52 | 47 | 51 | 57 | 54 |
| 1979-80 | 18,747 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 45 | 44 | 46 | 47 | 49 | 47 | 46 | 53 | 48 | 48 | 51 | 45 | 51 | 53 | 51 |
| 1978-79 | 19,923 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 45 | 44 | 44 | 47 | 49 | 47 | 44 | 53 | 48 | 48 | 50 | 44 | 51 | 53 | 51 |
| **Anglo Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 6,745 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 62 | 58 | 59 | 57 | 66 | 63 | 59 | 60 | 58 | 55 | 59 | 61 | 68 | 66 | 66 |
| 1979-80 | 7,339 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 62 | 58 | 59 | 57 | 57 | 63 | 59 | 60 | 58 | 55 | 59 | 60 | 68 | 66 | 63 |
| 1978-79 | 8,094 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 58 | 58 | 57 | 52 | 57 | 58 | 57 | 58 | 58 | 55 | 58 | 59 | 68 | 66 | 63 |
| **Hispanic Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 6,647 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 39 | 38 | 40 | 42 | 49 | 44 | 43 | 51 | 42 | 44 | 48 | 39 | 51 | 46 | 46 |
| 1979-80 | 7,637 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 37 | 38 | 39 | 42 | 40 | 40 | 41 | 50 | 37 | 40 | 47 | 38 | 43 | 46 | 46 |
| 1978-79 | 7,850 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 37 | 38 | 38 | 42 | 40 | 40 | 39 | 50 | 37 | 40 | 47 | 37 | 43 | 43 | 43 |
| **Native American Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 1,426 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 26 | 31 | 28 | 37 | 33 | 31 | 34 | 44 | 33 | 37 | 41 | 30 | 36 | 39 | 35 |
| 1979-80 | 1,510 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 24 | 29 | 27 | 37 | 33 | 27 | 31 | 42 | 28 | 33 | 37 | 27 | 36 | 39 | 35 |
| 1978-79 | 1,646 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 24 | 29 | 26 | 33 | 33 | 27 | 30 | 40 | 28 | 33 | 36 | 27 | 36 | 39 | 32 |
| **Black Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 360 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 34 | 36 | 36 | 42 | 40 | 37 | 38 | 46 | 37 | 37 | 43 | 35 | 43 | 39 | 43 |
| 1979-80 | 405 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 31 | 33 | 34 | 37 | 40 | 37 | 35 | 44 | 33 | 37 | 41 | 32 | 43 | 39 | 41 |
| 1978-79 | 431 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 34 | 33 | 36 | 42 | 40 | 37 | 38 | 46 | 33 | 37 | 42 | 34 | 43 | 39 | 43 |

*N Count for Subtests Varies Due to Absenteeism

GRADE 11.7 CTBS/S STATEWIDE SUMMARY RESULTS BY TOTAL GROUP AND SELECTED SUBGROUPS: 1978-79, 1979-80 AND 1980-81

| | Battery Total N* | Nat'l Median | Reading Voc | Reading Comp | Reading Total | Language Spel | Language Mech | Language Expr | Language Total | Mathematics Comp | Mathematics Conc | Mathematics Appl | Mathematics Total | Battery Total | Ref Ski | Sci | Soc Std |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 17,443 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 42 | 47 | 45 | 40 | 41 | 45 | 41 | 46 | 42 | 46 | 45 | 41 | 48 | 52 | 50 |
| 1979-80 | 17,753 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 42 | 47 | 43 | 40 | 41 | 45 | 41 | 46 | 42 | 46 | 45 | 41 | 48 | 52 | 53 |
| 1978-79 | 17,955 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 42 | 47 | 45 | 40 | 41 | 45 | 41 | 46 | 42 | 46 | 45 | 41 | 48 | 52 | 50 |
| **Anglo Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 6,878 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 56 | 60 | 58 | 51 | 60 | 62 | 56 | 55 | 53 | 55 | 55 | 55 | 56 | 64 | 62 |
| 1979-80 | 7,452 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 56 | 60 | 58 | 45 | 60 | 62 | 56 | 53 | 53 | 55 | 54 | 54 | 56 | 64 | 62 |
| 1978-79 | 7,887 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 56 | 60 | 58 | 45 | 51 | 62 | 53 | 53 | 53 | 55 | 54 | 54 | 56 | 64 | 62 |
| **Hispanic Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 5,951 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 33 | 37 | 35 | 36 | 41 | 34 | 34 | 42 | 37 | 36 | 39 | 33 | 41 | 43 | 44 |
| 1979-80 | 6,153 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 33 | 37 | 35 | 36 | 41 | 34 | 34 | 42 | 33 | 36 | 38 | 33 | 34 | 43 | 44 |
| 1978-79 | 6,474 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 33 | 37 | 35 | 36 | 33 | 34 | 32 | 40 | 33 | 36 | 37 | 32 | 34 | 39 | 44 |
| **Native American Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 1,161 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 17 | 26 | 21 | 31 | 33 | 21 | 25 | 33 | 28 | 26 | 29 | 22 | 28 | 30 | 34 |
| 1979-80 | 1,260 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 19 | 26 | 21 | 31 | 25 | 21 | 25 | 33 | 28 | 26 | 29 | 22 | 28 | 34 | 37 |
| 1978-79 | 1,324 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 19 | 26 | 21 | 31 | 25 | 21 | 25 | 31 | 23 | 26 | 28 | 21 | 28 | 34 | 34 |
| **Black Students** | | | | | | | | | | | | | | | | | |
| 1980-81 | 360 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 27 | 34 | 31 | 31 | 33 | 30 | 30 | 36 | 28 | 26 | 32 | 27 | 34 | 34 | 37 |
| 1979-80 | 367 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 33 | 37 | 35 | 36 | 33 | 34 | 34 | 38 | 33 | 31 | 34 | 30 | 34 | 39 | 44 |
| 1978-79 | 320 | | | | | | | | | | | | | | | | |
| NPR | | 50 | 27 | 32 | 29 | 31 | 33 | 30 | 27 | 33 | 28 | 26 | 29 | 26 | 34 | 30 | 37 |

*N Count for Subtests Varies Due to Absenteeism

# ITEM ANALYSIS REPORT

Among the CTBS data provided to the local district(s) and the state of New Mexico is information regarding the performance of students. This data indicates the frequency of right responses to test items by students in each skill category. An analysis of the Right Response Summary Results may assist the school district to compare local student performance to that of the state-wide and national student performance.

To illustrate, a review of the Right Response Summary Results for grades 5.7, 817, and 11.7 indicates four columns of information. The column indicating the "District Percent Correct" has been provided so that the school district may fill in the information for the "Content Description" as provided on the Local Item Analysis Report. This information may then be compared to the data under the "New Mexico Percent Correct" and "National Percent Correct" columns. The comparison may indicate strengths and/or weaknesses in the curriculum which affect the area(s) of Reading, Language, and Mathematics.

Other blank forms have been included for local district use. These forms are "Local School District's Mean Raw Scores," "Percent of Students Scoring Between the 51st and 99th National Percentile Ranks," and "Percent of Local Students by National Quartile Range."

RIGHT RESPONSE SUMMARY RESULTS
GRADE 5.7, LEVEL 2

| CONTENT DESCRIPTION | DISTRICT* PERCENT CORRECT | NEW MEXICO PERCENT CORRECT | NATIONAL PERCENT CORRECT |
|---|---|---|---|
| Reading Vocabulary | | 62 | 61 |
| Translation | | 62 | 61 |
| Recall of Synonym | | 62 | 61 |
| Reading Comprehension | | 62 | 60 |
| Recognition/Application | | 73 | 70 |
| Literal Recall | | 73 | 70 |
| Translation | | 65 | 63 |
| Rewording | | 63 | 60 |
| Context Clues | | 68 | 67 |
| Interpretation | | 57 | 56 |
| Main Idea | | 59 | 57 |
| Descriptive Words | | 56 | 54 |
| Conclusions | | 57 | 56 |
| Analysis | | 57 | 56 |
| Structure/Style | | 57 | 56 |
| Spelling | | 75 | 75 |
| Recognition/Application | | 78 | 78 |
| Recall of Rule | | 78 | 78 |
| Translation | | 62 | 60 |
| Context Clues | | 62 | 60 |
| Language Mechanics | | 70 | 68 |
| Recognition/Application | | 70 | 68 |
| Punctuation | | 70 | 67 |
| Capitalization | | 70 | 68 |
| Language Expression | | 63 | 60 |
| Recognition/Application | | 74 | 69 |
| Usage | | 74 | 69 |
| Translation | | 64 | 62 |
| Diction | | 64 | 62 |
| Interpretation | | 52 | 50 |
| Syntactical Relationships | | 52 | 50 |
| Analysis | | 55 | 52 |
| Organization/Sequencing | | 55 | 52 |
| Mathematics Computation | | 69 | 65 |
| Application | | 69 | 65 |
| Operations | | 69 | 65 |
| Mathematics Concepts | | 59 | 60 |
| Recognition | | 66 | 63 |
| Geometric Relationships | | 66 | 63 |
| Translation | | 74 | 66 |
| Graphs | | 74 | 66 |
| Interpretation | | 58 | 60 |
| Number Systems/Properties | | 58 | 61 |
| Sets | | 61 | 63 |
| Measurement | | 59 | 58 |
| Mathematical Sentences | | 55 | 60 |
| Problem Solving | | 55 | 59 |
| Reasoning | | 70 | 68 |
| Analysis | | 56 | 55 |
| Measurement | | 53 | 53 |
| Problem Solving | | 52 | 52 |
| Reasoning | | 65 | 62 |

*For comparison, LEA may insert local percent correct from the Item Analysis Report in this column.

RIGHT RESPONSE SUMMARY RESULTS
GRADE 8.7, LEVEL 3

| CONTENT DESCRIPTION | DISTRICT* PERCENT CORRECT | NEW MEXICO PERCENT CORRECT | NATIONAL PERCENT CORRECT |
|---|---|---|---|
| Reading Vocabulary | | 65 | 66 |
| Translation | | 65 | 66 |
| Recall of Synonym | | 65 | 66 |
| Reading Comprehension | | 65 | 65 |
| Recognition/Application | | 79 | 78 |
| Literal Recall | | 79 | 78 |
| Translation | | 66 | 66 |
| Rewording/Context Clues | | 68 | 67 |
| Context Clues | | 64 | 65 |
| Interpretation | | 67 | 66 |
| Main Idea | | 59 | 57 |
| Descriptive Words | | 59 | 59 |
| Conclusions | | 74 | 73 |
| Analysis | | 46 | 48 |
| Structure/Style | | 46 | 48 |
| Spelling | | 67 | 66 |
| Recognition/Application | | 67 | 67 |
| Recall of Rule | | 67 | 67 |
| Translation | | 64 | 64 |
| Context Clues | | 64 | 64 |
| Language Mechanics | | 66 | 65 |
| Recognition/Application | | 66 | 65 |
| Punctuation | | 63 | 63 |
| Capitalization | | 69 | 67 |
| Language Expression | | 65 | 64 |
| Recognition/Application | | 69 | 67 |
| Usage | | 69 | 67 |
| Translation | | 67 | 68 |
| Diction | | 67 | 68 |
| Interpretation | | 57 | 54 |
| Syntactical Relationships | | 57 | 54 |
| Analysis | | 62 | 61 |
| Connecting | | 59 | 60 |
| Sequencing | | 64 | 63 |
| Mathematics Computation | | 68 | 64 |
| Application | | 68 | 64 |
| Operations | | 68 | 64 |
| Mathematics Concepts | | 64 | 64 |
| Recognition | | 65 | 65 |
| Geometric Relationships | | 63 | 63 |
| Measurement | | 69 | 69 |
| Translation | | 61 | 61 |
| Number System/Properties | | 57 | 57 |
| Sets | | 88 | 84 |
| Interpretation | | 65 | 65 |
| Number Systems/Properties | | 72 | 72 |
| Geometric Relationships | | 68 | 62 |
| Measurement | | 63 | 64 |
| Mathematical Sentences | | 63 | 67 |
| Graphs | | 64 | 58 |
| Problem Solving | | 53 | 60 |
| Analysis | | 64 | 63 |
| Problem Solving | | 59 | 57 |
| Reasoning | | 66 | 65 |

*For comparison, LEA may insert local percent correct from the Item Analysis Report in this column.

RIGHT RESPONSE SUMMARY RESULTS
GRADE 11.7, LEVEL 4

| CONTENT DESCRIPTION | DISTRICT PERCENT CORRECT | NEW MEXICO PERCENT CORRECT | NATIONAL PERCENT CORRECT |
|---|---|---|---|
| Reading Vocabulary | | 62 | 65 |
| Translation | | 62 | 65 |
| Recall of Synonym | | 62 | 65 |
| Reading Comprehension | | 64 | 64 |
| Recognition/Application | | 46 | 45 |
| Literal Recall | | 46 | 45 |
| Translation | | 67 | 67 |
| Rewording/Context Clues | | 67 | 65 |
| Context Clues | | 68 | 71 |
| Interpretation | | 66 | 66 |
| Main Idea | | 63 | 65 |
| Descriptive Words | | 67 | 68 |
| Conclusions | | 68 | 66 |
| Analysis | | 62 | 63 |
| Structure/Style | | 62 | 63 |
| Spelling | | 67 | 69 |
| Recognition/Application | | 69 | 72 |
| Recall of Rule | | 69 | 72 |
| Translation | | 55 | 53 |
| Context Clues | | 55 | 53 |
| Language Mechanics | | 72 | 72 |
| Recognition/Application | | 72 | 72 |
| Punctuation | | 74 | 73 |
| Capitalization | | 70 | 71 |
| Language Expression | | 63 | 64 |
| Recognition/Application | | 70 | 72 |
| Usage | | 70 | 72 |
| Translation | | 49 | 50 |
| Diction | | 49 | 50 |
| Interpretation | | 63 | 59 |
| Syntactical Relationships | | 63 | 59 |
| Analysis | | 70 | 72 |
| Connecting | | 74 | 75 |
| Sequencing | | 65 | 68 |
| Mathematics Computation | | 67 | 67 |
| Application | | 67 | 67 |
| Operations | | 67 | 67 |
| Mathematics Concepts | | 60 | 63 |
| Recognition | | 65 | 63 |
| Number Systems and Properties | | 65 | 63 |
| Translation | | 60 | 66 |
| Measurement | | 60 | 66 |
| Interpretation | | 60 | 63 |
| Number Systems/Properties | | 63 | 60 |
| Sets | | 62 | 69 |
| Geometric Relationships | | 59 | 65 |
| Measurements | | 64 | 71 |
| Mathematical Sentences | | 56 | 57 |
| Problem Solving | | 59 | 61 |
| Analysis | | 60 | 65 |
| Geometric Relationships | | 75 | 74 |
| Mathematical Sentences | | 53 | 53 |
| Problem Solving | | 60 | 67 |

*For comparison, LEA may insert local percent correct from the Item Analysis Report in this column.

SAMPLE WORK GRAPH

Local School District's Mean Raw Scores
Translated into National Percentile Ranks

Grade ____

| Skill Area | Percentile Equivalents 40 | 50 | 60 |
|---|---|---|---|
| READING TOTAL | | | |
| Vocabulary | | | |
| Comprehension | | | |
| LANGUAGE TOTAL | | | |
| Spelling | | | |
| Mechanics | | | |
| Expression | | | |
| MATHEMATICS TOTAL | | | |
| Comprehension | | | |
| Concepts | | | |
| Applications | | | |
| BATTERY TOTAL | | | |
| REFERENCE SKILLS | | | |
| SCIENCE | | | |
| SOCIAL STUDIES | | | |

## SAMPLE WORK SHEET

Percent of Local Students
Scoring between the 51st and the 99th
National Percentile Rank

Grade ____

| Skill Area | Local School District | Statewide* |
|---|---|---|
| READING TOTAL | | |
| LANGUAGE TOTAL | | |
| MATHEMATICS TOTAL | | |
| BATTERY TOTAL | | |
| REFERENCE SKILLS | | |
| SCIENCE | | |
| SOCIAL STUDIES | | |

*See appropriate grade level summary of New Mexico Standardized Testing Program, 1980-81

PERCENT OF LOCAL STUDENTS BY NATIONAL QUARTILE RANGE

Grade ____

| Quartile Range | Reading | Language | Mathematics | Battery Total |
|---|---|---|---|---|
| I (1-25) | | | | |
| II (26-50) | | | | |
| III (51-75) | | | | |
| IV (76-99) | | | | |

APPENDIX C

## Short Form Test of Academic Aptitude

A second measure available which is optional to districts is the Short Form Test of Academic Aptitude (SFTAA). It was derived from the California Test of Mental Maturity series and first published in 1970.* The SFTAA contains four subjects: Vocabulary, Analogies, Sequences, and Memory.

The SFTAA does not purport to measure all aspects of mental ability, but only those abstract functions which are important for success in school, including facility in dealing with verbal and nonverbal concepts and in comprehending relationships among ideas presented in various forms. The scores derived from the SFTAA are not I.Q. scores.

The Examiner's Manual and the Technical Bulletin, Numbers 1 and 2 contain additional information you will find helpful in working with the results from the SFTAA. These reports can also be ordered from CTB/McGraw-Hill, if they are not available in the school counselor's office.

*The publisher suggests that reviewing results from both the CTBS and the SFTAA allows a comparison of actual achievement with expected achievement.